

## Characteristics of Students who are Proficient in Literacy

Literacy Practices	Proficient Students can:
<p><b>1. Analyze the content of a variety of texts by reading and writing over extended time for a variety of purposes and audiences</b></p> <p><b>ALL Teachers should help students learn:</b>  <i>How to persist in their efforts to read, write, and speak about demanding texts</i>  <i>The main features of reading and writing in their content areas</i>  <i>The main uses of writing in the disciplines</i>  <i>The expectations of audiences in the disciplines</i>  <i>Writing tasks are not conducted in a vacuum</i></p>	<ul style="list-style-type: none"> <li>• Focus on a purpose for reading and writing, clearly understand the purpose for reading and writing assignments/tasks.</li> <li>• Recognize and respond to the needs of different audiences when writing, adopt appropriate voice, tone, and level of formality called for in a particular writing task.</li> <li>• Recognize how different types of texts are tailored to of different audiences and explain how and why authors make the rhetorical choices they do.</li> <li>• Understand how genres shape reading and writing, and that argument, narrative, and informative/explanatory writing provides the foundation for many genres and can be blended for multiple purposes.</li> </ul>
<p><b>2. Analyze or compare texts and conduct research to build knowledge</b></p> <p><b>ALL Teachers should help students learn:</b>  <i>How to independently achieve various literacy tasks</i>  <i>The uses of writing and reading as a critical thinking method</i>  <i>To review work-in-progress in collaborative peer groups for purposes other than editing</i>  <i>To apply technologies commonly used to research and communicate within their fields</i>  <i>The methods of synthesizing information into a formal academic paper</i></p>	<ul style="list-style-type: none"> <li>• Use writing and reading for inquiry, learning, thinking, and communicating</li> <li>• Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources</li> <li>• Integrate their own ideas with those of others and understand the reasons for doing so</li> </ul>
<p><b>3. Construct arguments and specific claims based on valid reasoning and relevant evidence in both written and oral formats</b></p> <p><b>ALL Teachers should help students learn:</b>  <i>To habitually provide textual evidence to support responses and ideas</i>  <i>The uses of writing and reading as a critical thinking method</i>  <i>The interactions among critical thinking, critical reading, and writing</i>  <i>The relationships among language, knowledge and power in their fields.</i></p>	<ul style="list-style-type: none"> <li>• Understand and recognize the elements of the rhetorical situation and respond appropriately to different kinds of rhetorical situations in their own writing.</li> <li>• Recognize how rhetorical appeals are used for various purposes, and use appeals appropriately in their own work.</li> <li>• Are able to use the appropriate argument structure for a variety of purposes/disciplines strategically and effectively.</li> <li>• Adopt appropriate voice, tone, and level of formality and choose the appropriate means of communication</li> </ul>

<p><b>4. Build, integrate and present knowledge and ideas</b></p> <p><b>ALL teachers should help students learn:</b>  <i>Habitually use evidence to build on other's observations or insights during discussion, collaboration, and presentation</i>  <i>The uses of writing, reading, and speaking as critical thinking methods</i>  <i>The methods of synthesizing information into a formal academic paper</i>  <i>How to disseminate or publish texts in both print and electronic forms in their fields</i></p>	<ul style="list-style-type: none"> <li>• Practice appropriate means of documenting their work</li> <li>• Integrate their own ideas with those of others</li> <li>• Use writing and reading for inquiry, learning, thinking, and communicating</li> </ul>
<p><b>5. Use diverse media to gather information strategically and use technology to edit, publish and present</b></p> <p><b>ALL teachers should help students learn:</b>  <i>How to engage in the electronic research and composing processes common in their fields</i>  <i>How to disseminate or publish texts in both print and electronic forms in their fields</i></p>	<ul style="list-style-type: none"> <li>• Use electronic environments for drafting, reviewing, revising, editing, and sharing texts</li> <li>• Use a variety of technologies to address a range of audiences</li> <li>• Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources</li> <li>• Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts</li> </ul>
<p><b>6. Read closely to determine meaning, attend to academic vocabulary, and produce clear and coherent writing</b></p> <p><b>ALL teachers should help students learn:</b>  <i>The conventions of usage, specialized vocabulary, format, and documentation in their fields.</i>  <i>Strategies through which better control of conventions can be achieved</i></p>	<ul style="list-style-type: none"> <li>• Learn common formats for different kinds of texts</li> </ul>
<p><b>7. Look for and make use of text structure to convey complex ideas accurately</b></p> <p><b>All teachers should help students learn:</b>  <i>The conventions of usage, specialized vocabulary, format, and documentation in their fields.</i>  <i>Strategies through which better control of conventions can be achieved</i></p>	<ul style="list-style-type: none"> <li>• Understand how genres shape reading and writing</li> <li>• Write in several genres</li> <li>• Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics</li> </ul>

**8. Interpret words and phrases as they are used in text and develop and strengthen writing through the writing process.**

**ALL teachers should help students learn:**

*To build final results in stages*

*To review work-in-progress in collaborative peer groups for purposes other than editing*

*To save extensive editing for later parts of the writing process*

*To apply the technologies commonly used to research and communicate within their field*

- Control such surface features as syntax, grammar, punctuation, and spelling
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Understand the collaborative and social aspects of writing processes
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Learn to critique their own and others' works
- Understand the collaborative and social aspects of writing processes

\*This document is a combination of the Literacy Practices developed by Arizona Department of Education K-12 Standards Unit and the **WPA Outcomes Statement for First-Year Composition** Council of Writing Program Administrators (2008).